

Legal Education and State Regulations for Islamic Boarding Schools: Strengthening Legal Literacy at Pondok Pesantren Al Irsyad Bani Thoha, Panongan, Tangerang Regency

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INDEXING

Keywords:

Keyword 1; Legal Education

Keyword 2; Regulation

Keyword 3; Tangerang Regency

Keyword 4; Strengthening

Keyword 5; Legal Literacy

ABSTRACT

This research aims to improve the understanding of Islamic boarding school administrators and students in Tangerang Regency, particularly at the Al Irsyad Bani Thoha Islamic Boarding School in Panongan District, regarding legal education and state regulations governing the existence and governance of Islamic boarding schools in Indonesia. This activity was motivated by the discovery that some Islamic boarding school administrators do not have a comprehensive understanding of applicable legal provisions, resulting in weak formal recognition, limited access to assistance, and less than optimal implementation of child protection within the Islamic boarding school environment. The main legal basis discussed includes Law Number 18 of 2019 concerning Islamic Boarding Schools, Regulation of the Minister of Religious Affairs Number 31 of 2020 concerning Islamic Boarding School Education, and other supporting regulations. The implementation method uses an Asset-Based Community Development (ABCD) approach through socialization, group discussions, and simulations of Islamic boarding school registration administration. Participants in the activity consisted of Islamic boarding school leaders, ustadz, and student representatives. The material covered regulatory mapping, legalization procedures, accreditation mechanisms by the Majelis Masyayikh, and the implementation of child-friendly parenting in accordance with the provisions of the Ministry of Religious Affairs. The results of the activity demonstrated a significant increase in participants' understanding of legal and regulatory aspects, with 85% able to re-explain registration procedures, accreditation, and child protection obligations. Several participants expressed their commitment to immediately follow up on the institution's legalization process. This activity is expected to serve as a model for strengthening legal literacy for other Islamic boarding schools in Tangerang Regency.

Article History

Received : 30 August 2025 ; Revised : 15 September 2025 ; Accepted : 28 September 2025

Publish : 05 October 2025

INTRODUCTION

Tangerang City is one of the major cities in Banten Province, where Islamic boarding schools (pesantren) are among the oldest and most influential Islamic educational institutions in Indonesia. For hundreds of years, Islamic boarding schools have served as centers for the dissemination of religious knowledge, character formation, and moral development of the community (Abdullah, 2020). Within the context of national educational history, Islamic boarding schools serve as a moral bulwark for the nation, preserving noble religious values and acting as agents of social change in society.

The existence of Islamic boarding schools in the modern era extends beyond their traditional function, but has evolved into institutions that integrate religious education with general education, community empowerment, and even productive economic activities (Arifin, 2022). This strategic role makes Islamic boarding schools a crucial element in the development of Indonesia's human resources with character and competence, as well as explained by Ikhwan and Yuniana (2022).

Tangerang Regency, as one of the buffer zones for the nation's capital, has a growing number of Islamic boarding schools (*pesantren*) in line with the growing public demand for education based on religious values. The growth in the number of Islamic boarding schools in this region is driven by several factors, including increasing public awareness of the importance of Islamic education, high urbanization, and support from the government and Islamic community organizations. Tangerang Regency also holds a strategic position as a center of economic growth in Banten Province, with the presence of industrial areas, trade centers, and new residential areas (Holis *et al*, 2018). This encourages diverse social interactions, both in terms of cultural, ethnic, and religious backgrounds. These social dynamics present both opportunities and challenges for educational institutions, including Islamic boarding schools, to remain relevant and adaptive to current developments.

One Islamic boarding school that plays a significant role in education in this region is the Al Irsyad Bani Thoha Islamic Boarding School, located in Panongan District. This Islamic boarding school combines traditional educational methods based on the study of yellow books with formal learning based on the national curriculum. This Islamic boarding school serves not only as a center for religious education but also as a forum for fostering morals and life skills for its students. Students at this Islamic boarding school come from various regions in Banten and the surrounding area, creating a heterogeneous learning environment rich in cultural interaction.

However, amidst these positive developments, Islamic boarding schools still face various fundamental issues, particularly regarding the understanding and implementation of state regulations. Since the enactment of Law Number 18 of 2019 concerning Islamic Boarding Schools, Islamic boarding schools have been officially recognized as part of the national education system with three main functions: education, *da'wah*, and community empowerment (Mustofa, 2020). This law strengthens the legal standing of Islamic boarding schools while providing greater opportunities for them to receive funding support, curriculum development, and learning facilities.

Mahmud *et al* (2024) stated that the implementing regulations of the law, namely Minister of Religious Affairs Regulation Number 31 of 2020 concerning Islamic Boarding School Education, provide technical guidelines regarding the forms of formal education in Islamic boarding schools, including Formal Diniyah Education (PDF), Muadalah Education Units (SPM), and Ma'had Aly. This regulation also regulates the procedures for establishing, administering, recognizing diplomas, and ensuring the quality of Islamic boarding school education. In addition, the Ministry of Religious Affairs has issued policies related to child protection in Islamic boarding schools, such as guidelines for child-friendly parenting to prevent physical, psychological, and sexual violence in religious educational institutions.

Despite the existing legal framework, not all Islamic boarding schools (pesantren) are able to understand and implement it optimally. Several Islamic boarding school administrators in Tangerang Regency, including the Al Irsyad Bani Thoha Islamic Boarding School, admitted they still struggle to align their institutional governance with statutory provisions. Frequent obstacles include a lack of legal literacy among administrators, limited human resources familiar with institutional administration, and the lack of systematic training related to legalization procedures, accreditation, and the implementation of child-friendly care standards.

This situation impacts the legal status of Islamic boarding schools, which is not yet fully established. Some Islamic boarding schools are not yet registered with the Ministry of Religious Affairs and do not have a Pesantren Statistics Number (NSP), making it difficult for them to access government assistance or participate in capacity-building programs. Unaccredited Islamic boarding schools also face obstacles in recognizing students' diplomas, which in turn can reduce graduates' competitiveness in education and employment. Meanwhile, a lack of understanding of child protection policies has the potential to create vulnerability to practices that are inconsistent with the principles of student safety and well-being.

On the other hand, the opportunities for strengthening Islamic boarding schools (pesantren) are actually quite significant. The central and regional governments have various development and assistance programs available, ranging from educational operational assistance and building rehabilitation programs to teacher and education staff training. Islamic community organizations, philanthropic institutions, and the private sector are also open to partnering with Islamic boarding schools. However, these opportunities can only be fully utilized if the Islamic boarding school has clear legal standing, good governance, and a sufficient understanding of applicable regulations.

Given this reality, targeted interventions are needed to improve understanding of state laws and regulations among Islamic boarding school administrators. One form of such intervention is through a community service program specifically designed to provide outreach, training, and assistance in institutional administration. The approach used in this activity is Asset-Based Community Development (ABCD), which focuses on utilizing the Islamic boarding school's internal assets and potential as a starting point for development. This approach is considered effective because it encourages active participation from the Islamic boarding school, strengthens a sense of ownership, and avoids dependence on external parties.

In this program, the Al Irsyad Bani Thoha Islamic Boarding School is a strategic location for the implementation of activities considering the boarding school's large number of students, an administrator who is open to innovation, and an active role in the Islamic boarding school education network in Tangerang Regency. The materials provided in the activity include mapping Islamic boarding school regulations, legalization and registration procedures with the Ministry of Religious Affairs system, accreditation mechanisms by the Majelis Masyayikh, and the implementation of child-friendly parenting policies. In addition, simulations of filling out administrative documents and group discussions were conducted to identify obstacles and find practical solutions that can be implemented in the Islamic boarding school environment.

The main objective of this activity is to strengthen the capacity of Islamic boarding school administrators to understand and implement state regulations, ensuring that the schools have strong legal standing, professional governance, and the ability to create a safe and child-friendly educational environment. With a sound understanding of laws and regulations, it is hoped that Islamic boarding schools can optimize their roles and functions in education, preaching, and community empowerment. The success of this activity at the Al Irsyad Bani Thoha Islamic Boarding School is expected to serve as a model that can be replicated in other Islamic boarding schools in Tangerang Regency and beyond.

LITERATURE REVIEW

Strengthening legal literacy in Islamic boarding schools (pesantren) is not only an administrative necessity but also part of an effort to strengthen the sovereignty of Islamic education in Indonesia (Nafis and Laila, 2025). Amidst globalization and technological advancements, Islamic boarding schools must be able to maintain their Islamic identity and values while adapting to current developments (Husen and Husni, 2025). Formal legality and compliance with state regulations will give Islamic boarding schools a stronger position in interacting with the government, the business world, and the wider community (Pujirahayu et al., 2025). Thus, Islamic boarding schools will not only become respected educational institutions but also strategic partners in national development based on solid religious, moral, and legal values (Selvia, 2024).

RESEARCH METHOD

This community service activity was implemented using the Asset-Based Community Development (ABCD) approach, which emphasizes exploring the potential and assets of Islamic boarding schools to support program sustainability. This approach was chosen because Islamic boarding schools have unique characteristics as educational, preaching, and empowerment institutions that rely on independence and strong social networks. Through the ABCD method, activities are designed to not only provide new knowledge but also optimize the potential of existing resources within the Al Irsyad Bani Thoha Islamic Boarding School.

The activity implementation was divided into several stages. The first stage was preparation and coordination, involving the implementation team, Islamic boarding school administrators, community leaders, and representatives from the Tangerang Regency Ministry of Religious Affairs. This stage involved identifying needs, determining training themes, and developing an activity schedule. Furthermore, initial data collection was conducted through observation and brief interviews to determine participants' initial understanding of state regulations regarding Islamic boarding schools.

The second phase involved outreach and training. The outreach took the form of an interactive seminar that outlined the legal framework for Islamic boarding schools, including Law No. 18 of 2019 concerning Islamic Boarding Schools, Regulation of the Minister of Religious Affairs No. 31 of 2020, and other technical regulations related to accreditation, funding, and student protection. The material was delivered using lectures, group discussions, and a question-and-answer method to encourage active participant participation. Furthermore, a simulation of the registration and legalization procedures for

Islamic boarding schools was conducted using the Ministry of Religious Affairs' Education Management Information System (EMIS).

The third stage is technical assistance. After the training, the implementation team provides guidance to Islamic boarding school administrators who wish to further their institution's legalization or accreditation upgrade process. This assistance is provided both in-person and through online communication to ensure the sustainability of the training outcomes.

The final stage is evaluation and follow-up. The evaluation is conducted by comparing the participants' pre- and post-test results and measuring their improvement in understanding and implementing Islamic boarding school regulations. The evaluation results form the basis for developing recommendations for follow-up programs, such as regulation-based Islamic boarding school financial management training or workshops on preventing violence in Islamic boarding schools in accordance with child protection standards.

Through these stages, the program is expected to not only improve the legal literacy of Islamic boarding school managers, but also strengthen the legal position of the institution, expand access to government programs, and create a safe, quality educational environment that complies with applicable laws and regulations.

RESULTS AND DISCUSSION

The Legal and State Regulation Education program at the Al Irsyad Bani Thoha Islamic Boarding School in Panongan District, Tangerang Regency, was conducted with the primary goal of improving legal literacy among students. The focus of the program was to provide a deeper understanding of the fundamentals of national law, the rights and obligations of citizens, regulations governing national life, and the strategic position of Islamic boarding schools within the context of educational and societal regulations.

This program was attended by 65 students selected based on recommendations from the Islamic boarding school, with the following criteria: (1) high discipline, (2) adequate academic ability, and (3) potential to be role models for other students. Participants were selected proportionally from each class and educational level to ensure equitable distribution of material through peer learning.

1. Students' Understanding Achievements

Based on the post-program evaluation of legal and state regulation education at the Al Irsyad Bani Thoha Islamic Boarding School, the students' understanding of the law showed very positive results. Of the five main indicators measured, all scored above the 75% average, demonstrating the program's success in improving students' legal literacy.

a. Rights and Obligations of Citizens (92%)

This high score demonstrates that students have a strong understanding of constitutional rights such as freedom of religion, the right to education, and obligations such as obeying the law, maintaining order, and actively participating in community life. This understanding is crucial because it serves as the foundation for developing legal awareness from an early age. This high achievement can be attributed to the interactive learning methods and the inclusion of real-life case studies, enabling students to connect theory with practice.

- b. The Role of Islamic Boarding Schools in Legal Education (85%)
Students understand that Islamic boarding schools are not only institutions of religious education but also play a role in developing law-abiding citizens. This achievement demonstrates an awareness that Islamic boarding schools can contribute to national character development through the integration of religious values and positive law.
- c. Islamic Boarding School Law (81%)
Students' understanding of Law No. 18 of 2019 concerning Islamic Boarding Schools (Pesantren) showed positive results, although not as high as other indicators. This may be due to the more technical and normative nature of the material. A more contextual learning approach is needed so that students can see the direct relevance of the law to their lives at Islamic boarding schools.
- d. Justice System (75%)
Despite the lowest score, this achievement remains in the good category. Students already understand the basic concepts of the Indonesian justice system, but still need to deepen their understanding of procedural aspects, the differences between general, religious, military, and state administrative courts, and the stages of case resolution. This relatively low achievement can serve as a basis for the Islamic boarding school to strengthen judicial material through trial simulations or field visits. This can be shown on the table below,

Table 1. Comparison of Students' Understanding Before and After the Legal Education Seminar

| Aspects of understanding | Before seminar (%) | After seminar (%) | Percentage (%) |
|--|--------------------|-------------------|----------------|
| Rights & obligations of citizens (Hak dan Kewajiban WN) | 56 | 92 | ++36 |
| Islamic boarding school regulations (Regulasi Pesantren) | 52 | 88 | +36 |
| The judicial system (Sistem Peradilan) | 48 | 75 | +27 |
| Islamic boarding school law (UU Pesantren) | 50 | 81 | +31 |
| The role of Islamic boarding schools (Peran Pesantren) | 55 | 85 | +30 |

Source: Author (2025)

Table 1 compares the level of understanding of 65 students at the Al Irsyad Bani Thoha Islamic Boarding School before and after attending the seminar on legal education and state regulations. Significant improvements were seen in all measured aspects. The highest increases occurred in the aspects of Citizens' Rights and Obligations and Islamic

Boarding School Regulations, each increasing by 36% from the initial level. The Islamic Boarding School Law and the Role of Islamic Boarding Schools also showed positive increases, at 31% and 30%, respectively. Meanwhile, the Judicial System, despite experiencing a 27% increase, remains the aspect with the lowest final achievement (75%), requiring further in-depth study. Overall, these data indicate that the seminar successfully improved the students' legal literacy comprehensively, with the most significant impact on their understanding of basic legal principles and regulations relevant to life in Islamic boarding schools.

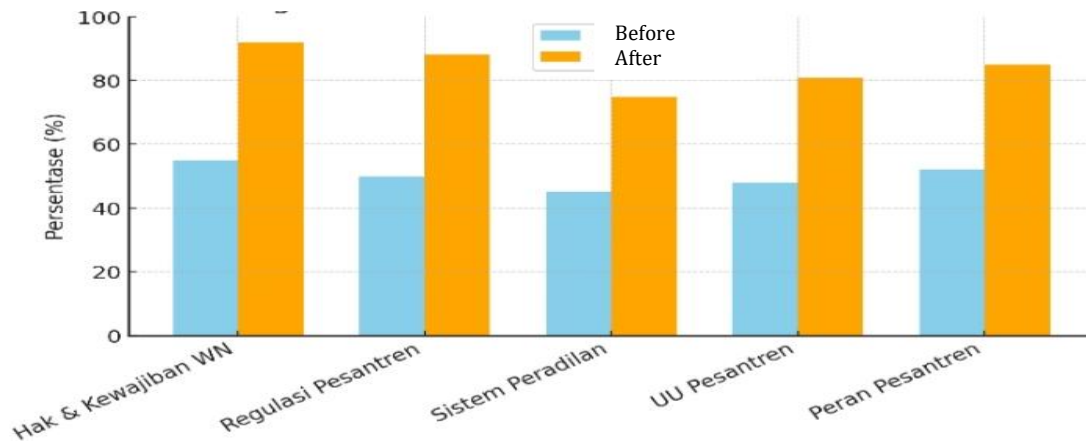


Figure 1 bar chart comparing before and after the seminar showing significant improvements in all aspects.

Source: Author (2025)

Notes from Figure 1 : Hak & Kewajiban Warga Negara (Rights & Obligations of Citizens), Regulasi Pesantren (Islamic Boarding School's regulation), Sistem Peradilan (Justice System), UU Pesantren (Islamic Boarding School Law), Peran Pesantren (The Role of the Islamic Boarding School)

1. Academic Discussion

The results of this activity align with the concept of transformative education in Islamic boarding schools, where legal education not only broadens knowledge but also fosters critical awareness among students regarding their position as citizens. Referring to Paulo Freire's theory, a dialogical educational process can empower students to understand social realities and take an active role in social change. Furthermore, the implementation of this activity also refers to Law No. 18 of 2019 concerning Islamic Boarding Schools and Law No. 12 of 2011 concerning the Establishment of Legislation as relevant legal foundations. By understanding these regulations, students are expected to become agents of dissemination of moderate and inclusive legal values in a pluralistic society. This activity also demonstrated that strengthening legal literacy in Islamic boarding schools does not require a rigid learning model, but can be achieved through participatory methods such as group discussions, case studies, and mock trial simulations. These models are effective in encouraging active participant involvement and improving knowledge retention.



Figure 2. During Academic Discussion and Dialogue

Source: Author (2025)

3. Follow-up Efforts

As a form of continuity of legal education and state regulations at the Al Irsyad Bani Thoha Islamic Boarding School, several strategic steps have been planned.

- a. **Strengthening Legal Material through the Islamic Boarding School Curriculum**
Basic legal material and state regulations will be integrated into civics lessons or local content, so that students can study them systematically, not just through seminars or training sessions.
- b. **Establishing Student Legal Ambassadors**
Students who have participated in the program will be appointed as legal ambassadors to serve as internal resource persons and help regularly disseminate legal information to their peers through weekly discussion forums or thematic religious study groups.
- c. **Continued Collaboration with Legal Institutions and Local Government**
Islamic boarding schools will build partnerships with the District Attorney's Office, the Tangerang Regency Police, and the Ministry of Religious Affairs to receive regular legal guidance, including field visits to legal institutions.
- d. **Development of Digital Educational Media**
Utilizing social media and digital messaging groups to disseminate infographics, short articles, and legal educational videos to all students, ensuring faster and easier access to legal information.
- e. **Periodic Evaluation and Monitoring**
Evaluations will be conducted every six months to measure the progress of students' understanding of legal material and to identify the need for material updates.

4. Obstacles Faced

During the implementation of this activity, several obstacles emerged that require further attention for future improvements. These obstacles arose both from the technical side of the implementation and from internal factors within the participants. From a technical perspective, time constraints were a major obstacle, given the tight learning schedule at the Al Irsyad Bani Thoha Islamic Boarding School. This prevented the delivery of material and in-depth discussions on all planned topics. Furthermore, the limited availability of legal reference resources appropriate to the students' level of

understanding posed a challenge. Much of the available legal literature used rigid legal language that was difficult for participants, many of whom were unfamiliar with the terminology.

From the participant perspective, variations in students' literacy skills and reading interests influenced their level of engagement in activities. While some students demonstrated high levels of enthusiasm, others still needed encouragement and guidance to actively participate in discussions and follow-up activities. This factor contributed to unequal understanding among participants, necessitating more adaptive and inclusive learning strategies.

Another obstacle that emerged was the limited number of legal-trained mentors or facilitators. This impacted the intensity of personal guidance that could be provided to students, particularly during Q&A sessions and in-depth material. Furthermore, establishing partnerships with external parties, such as universities or legal institutions, required considerable time and administrative processing, making it difficult to implement follow-up actions quickly.

All of these obstacles provide valuable input for organizers in formulating improvement strategies. Some steps that could be considered include rescheduling activities to avoid conflicts with the pesantren's core learning agenda, providing simplified yet substantial modules or teaching materials, and increasing collaboration with external parties to strengthen human resources and learning materials. By anticipating these obstacles, it is hoped that similar activities in the future will be more effective, equitable in their understanding, and sustainable in their impact on the students.

a. Limited Learning Time

The students' busy learning schedules require adjustments to the duration of activities, condensing the extensive legal material. This situation limits the opportunity to discuss topics in depth.

b. Variation in Students' Levels of Understanding

Differences in students' formal educational backgrounds lead to varying levels of absorption of legal material. This requires more adaptive delivery methods to ensure all students understand the material equally.

c. Access to the Latest Legal Sources

Not all students have direct access to the latest legal documents due to limited digital devices and adequate internet connections.

d. Lack of Internal Resource Persons

Islamic boarding schools still rely on external resource persons to deliver legal material. This presents a challenge in developing internal teaching staff capable of delivering legal material consistently.

e. Limited Supporting Facilities

Facilities such as projectors, legal books, and dedicated discussion rooms are still limited, so additional resources are needed to support the sustainability of the program. This is further detailed in the table below:

Table 2. Follow-up Plans and Obstacles in Legal Education and State Regulations at the Al Irsyad Bani Thoha Islamic Boarding School

| Aspect | Follow-up | Obstacle |
|---------------------------|--|---|
| Moral Strengthening | Developing a legal and state regulation education module based on the Islamic boarding school curriculum | Limited legal reference sources that are easy for students to understand |
| Advanced Training | Conducting advanced training every semester with speakers from legal practitioners | Limited time due to the busy learning schedule at the Islamic boarding school |
| Formation of the Law Club | Forming a legal study group as a forum for discussion and study of state regulations | The reading interests and legal literacy of Islamic boarding school students are still varied |
| External Cooperation | Establish partnerships with universities and legal institutions for assistance | The process of coordinating and administering cooperation takes time. |
| Monitoring & Evaluation | Conduct routine evaluations every six months to measure the development of students' understanding. | Limited human resources who have a legal background |

Source: Author (2025)

Based on the above data, this digital literacy intervention is relevant in the context of Tangerang City, a densely populated and multicultural city with high internet penetration among teenagers. Religious digital literacy based on moderate values has been shown to transform Gen-Z students' information consumption patterns to be more selective and constructive. This aligns with literature findings that improving digital literacy skills significantly impacts adolescents' resilience to internet-based radicalism.



Figure 3 Strengthening in the Field of Literacy

Source: Author (2025)



Figure 4: Strengthening and commitment to follow up on the seminar forum
Source: Author (2025)

CONCLUSION

The implementation of legal and state regulatory education activities at the Al Irsyad Bani Thoha Islamic Boarding School has had a positive impact on improving students' understanding of the rights and obligations of citizens, Islamic boarding school regulations, the judicial system, and the role of Islamic boarding schools in the context of national law. Evaluation data shows a significant increase in all aspects of understanding after the activities were implemented, as reflected in an average achievement of above 80%.

This activity not only broadens students' knowledge of legal and regulatory aspects but also fosters stronger legal awareness and readiness to become agents of change in their communities. However, there are obstacles that need to be addressed immediately, such as limited study time, differing levels of understanding, limited access to up-to-date legal sources, a lack of internal resource persons, and inadequate supporting facilities.

With planned follow-up, including increasing the capacity of internal teaching staff, providing learning facilities, and integrating legal materials into the Islamic boarding school curriculum, this activity has great potential to become a sustainable program that contributes to the formation of a generation of students who are legally intelligent, moderate, and have a national perspective.

ACKNOWLEDGEMENT

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